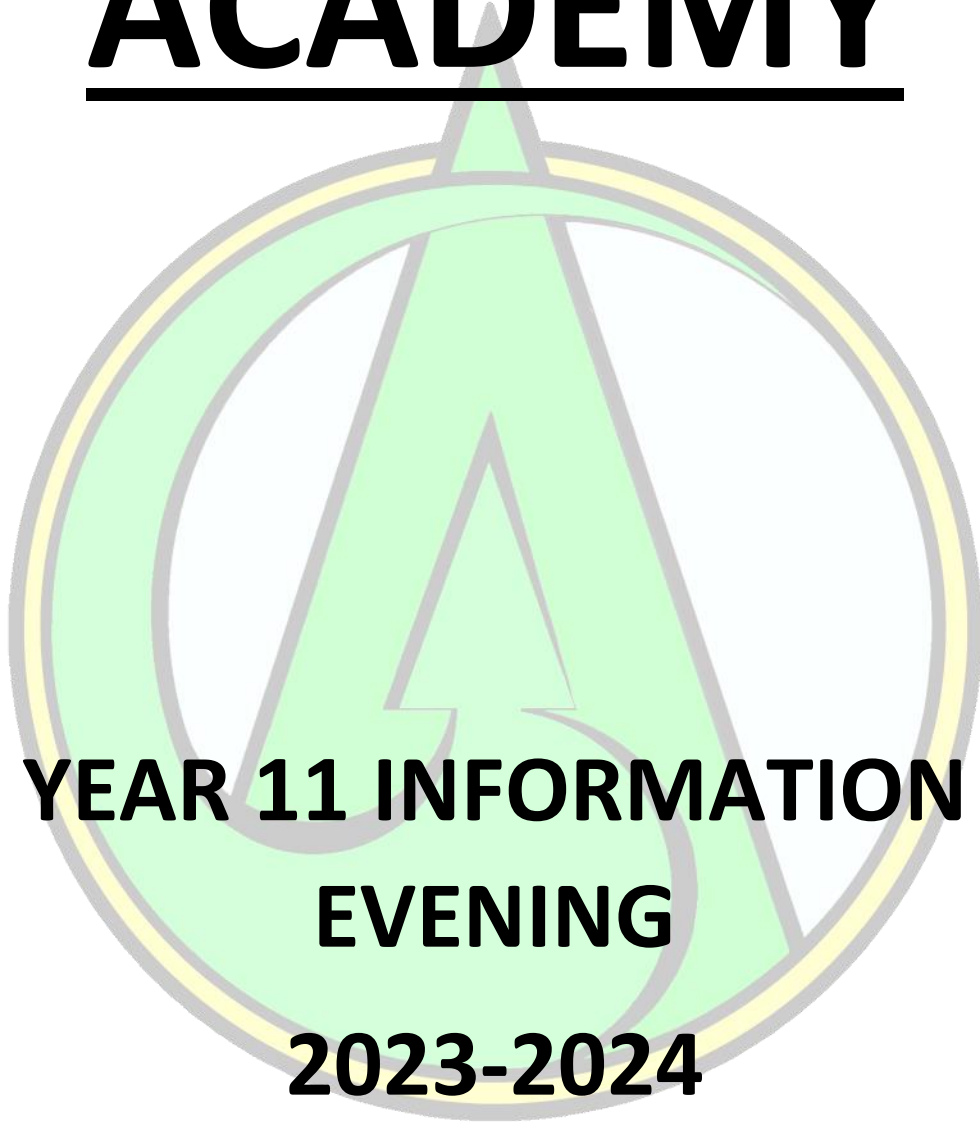


GREENACRE

ACADEMY



**YEAR 11 INFORMATION
EVENING**

2023-2024

A message to students

We strongly believe that this year 11 group has the potential to achieve outstanding results. We also know that year 11 can be a stressful time for students. The support we are offering runs alongside the work going on in your lessons and will help to boost your performance. However, nothing will help you more than regular and focused attendance to lessons where your teachers will increasingly focus on preparing you for the exams through exam practise and refining your exam techniques.

Finally, please remember that you will not achieve the results you hope for without putting in the extra time at home to revise. Buying revision guides is a great first step, but you then need to use them!

A message to parents

You do not need anyone to remind you what an important year this is for your son/ward. We want to work with you to ensure that your son achieves his very best this year. Our website has lots of vital information and will be frequently updated with important dates and events which you will need to be aware of so please try to visit it regularly. Our Facebook page also consists of updates, as well as exam top tips as we approach the exam season.


Many parents/carers find it useful to contact form tutors and class teachers by email if they have a query, and we are keen to use this medium as a form of open communication. Please see the 'Contact Us' section of this booklet for some useful contacts, particularly Pastoral and Subject Leaders.

I hope you will find this booklet informative and instructive and that you can use the information provided, to work together with us, to ensure that your son/ward tries his best to progress and achieve what he richly deserves.

Mrs C Bennett
Deputy Headteacher

Understanding the Numbers

Grades Explained



Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

GCSE Grading structure

GCSEs have been reformed and the content made more challenging, therefore the GCSE grading system has been changed to signal this more challenging content. By changing the letters previously used to numbers, the Government are ensuring the employers are able to identify who has taken the more challenging GCSEs.

BTEC Grades

Level 2 Pass – Grade 4 equivalent

Level 2 Merit – Grade 5 Equivalent

Level 2 Distinction – Grade 7 equivalent

Level 2 Distinction * - Grade 8 equivalent

Reporting and Grades

What is a Minimum Estimated Grade?

Essentially, this is the grade that your son/ward is estimated to achieve in a particular subject. We call it a minimum estimate because at Greenacre we believe there is no ceiling to what your son/ward can achieve, and we expect him to strive for more than just the minimum.

How are these calculated?

They are based (nationally) on levels when leaving Primary School an English, Maths and Science. Your son/ward's information is then matched to the performance of previous students of similar ability nationwide and from this Secondary schools are able to select the GCSE grades for each subject, that he is estimated to achieve.

What is a Working at Grade?

This is a grade based on the work produced in lessons by students as well as assessments. This tells you how your son/ward is currently doing in each of his subjects. This will be reported twice in year 11 before the summer exams start.

When each assessment and reporting cycle is completed, we analyse the current performance of every student in every subject in this way so that we know who needs extra support, and where. We encourage you to do the same and to discuss your son/ward's current grades with him in this way. This will allow you to help him and us to make the right decisions to support his success over the course of the year.

How Can Parents/Carers Best Support?

Research has shown that in the first 16 years of a young person's life, approximately 11.5% of their time is spent in school. Therefore, I'd like to draw your attention to how you can support your son/ward over the coming months and for the rest of the year. We would ask you to:

- Take an active and sustained interest in his work. Look at and help him with homework, ask him what he is learning and discuss marks and grades with him. The best way of doing this is to ask him to teach it to you
- Try to encourage him to get the work/life balance right. He will need to get all work done on time, but will also need plenty of sleep, exercise, rest and a balanced diet to ensure that he is fit to work hard, on a daily basis
- Support us in encouraging him to abide by the Academy rules and our code of conduct
- Carefully study Professional Predictions and the full report when issued. Discuss his targets and estimated grades with him and do contact us if you have any questions
- Keep in contact with class teachers if you have any concerns.
- Make sure that he comes to school on time every day. Research again shows that an attendance rate of just 90% (equivalent to missing ½ a day every week) will result in students achieving a whole grade less than would be expected.
Please do not arrange holidays during term time.
- Try, as much as possible, to ensure that your son is fully equipped for school – particularly stationery and a bag that is large enough to hold an A4 folder
- Provide time and a suitable distraction-free space for your son to work in at home. Does he have the basic equipment he needs? Try to make revision an integral part of the evening routine
- Keep your son/ward well fed and hydrated and make sure that he is getting sufficient sleep (ideally 8 hours a night)
- Direct him to relevant revision sites (see suggestions on the school website) – though make sure that he isn't tempted to waste valuable revision time idly 'surfing the net'

Above all else, please just ask us for help and advice whenever you wish – we all have the same goal, and there's nothing we want more than success for your son/ward. Together, we can achieve this!

Exam Success

Here are our top 10 tips for success in exams that you can support your son/ward with. Why not discuss these with them now, so that he can start to implement these practices during his mock exams, in readiness for the real exams in the summer.

Top Ten Tips to Take Away

1. Highlight the dates of mock exams and real exams when you get this information, and plan ahead.
2. Make a revision timetable, encourage him to start revising NOW.
3. Ensure he revises **actively**, and uses some of the revision techniques taught to him by his teachers.
4. Check he knows his knowledge gaps and that he is working on these. Test regularly.
5. Encourage him to attend after-school intervention, half-term, Easter school & weekend revision catch-up sessions whenever invited. **If your son/ward is invited, they are needed.**
6. Ensure he eats healthily, sleeps and relaxes when he can, revising in short chunks.
7. Challenge him to practice lots of past papers and listen to the feedback given.
8. Focus his revision for his PPEs – this will all help towards his real exam revision.
9. Don't panic and talk to him to ensure he is not panicked – ensure he is prepared properly!
10. If in doubt, ask his teachers and encourage him to do the same– that's what we are here for!

Year 11 Examinations

In order to support students in their preparation for sitting formal exams, we will be running mock exams in controlled conditions.

- The first fortnight of mock exams are scheduled from Monday 13th November until Friday 24th November.
- The second fortnight of mock exams are scheduled from Monday 19th February until Friday 1st March.

Public GCSE exams dates for year 11 are still to be confirmed but we would urge parents to await booking any holidays during terms 5 or 6, the current provisional dates run between Monday 13th May to Tuesday 28th June.

The Needs of All Students

Access Arrangements

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment.

In order to qualify for access arrangements, it is essential that evidence is submitted by schools. All appropriate students we have identified have been tested already for access arrangements and these have been confirmed and are in place. If your son/ward has been granted access arrangements, then you will have/or will soon receive a correspondence from the school. If you have any queries about your son/wards access arrangements, then please contact Mrs Mansfield rosic016@sflt.org.uk

SEND Provision

Here at Greenacre Academy, we are strong advocates of quality first teaching and make provision to support all SEND students within the classroom. We closely monitor the progress of our SEND students and put in place intervention when required, this is evident through our GCSE results with our SEND students who make very good progress and often exceed Minimum Expected Grades.

If you have any queries about your son/wards SEND provision, then please contact our SEN Coordinator Mrs Winspear winsd001@sflt.org.uk

Social, Emotional and Mental Health (SEMH)

We aim to support our students with SEMH needs. The school has a strong pastoral support network and works closely with external agencies. If you have any queries, please contact our Head of Year 11 Mr Wells, wellj253@sflt.org.uk

Emotional Support during GCSEs

A degree of stress during GCSEs is of course normal during this academic year and the approaching exam period. A modicum of stress can be actually beneficial if it encourages a sense of urgency to revise thoroughly and in a timely fashion. However, if stress begins to become a barrier to learning, health and your son/wards overall happiness then it will be needed to be discussed further.

Symptoms to look out for:

- Tiredness
- Lacking energy
- Difficulty sleeping
- Loss of appetite or poor appetite
- Losing interest in their usual hobbies/friends
- Frequent headaches
- Unexplained aches and pains
- Change in normal behaviour
- Irritability and frequent angry episodes (beyond normal teenage hormones!)
- Comments about feeling overwhelmed
- Restlessness
- Comments about feeling bad about themselves, lonely and/or worthless

It is essential that any concerns you have are communicated with the school early on so we can put steps in place to support your son/ward and yourselves. We would recommend that you stay in close contact with your son/wards mentor as a first port of call but also contact our Head of Year 11, Mr Wells, with any concerns wellj253@sflt.org.uk

Revision Tips

There is no 'right way' to revise. There are many techniques and tips that can be used to help you revise; some methods suit some people better than others. By trying different methods, you can see what works best for you.

Revision environment

Try to make sure you have calm surroundings when you are trying to revise:

- Find a quiet place so you don't get distracted
- Make sure you are sitting comfortably
- Keep background noise to a minimum
- Make the area is well lit so you don't strain your eyes

We also run a revision club after school, Monday – Friday, in the school library between 3-4pm. This will give all students a safe and calm learning environment to revise in.

Revision timetable

It is a great idea to make a revision plan to structure your time while revising:

- Make a list of all of your subjects that have an exam
- Assign an amount of time needed for each subject, if you find a subject difficult you may wish to assign more time to this
- Draw up a plan for each week using a calendar and add in any key dates, events, birthdays!
- Revise often, try to do a bit every day
- Include rest breaks, aim for 5-10 minutes every hour of revision
- Give yourself variety in how you are revising
- Display your plan somewhere visible

Active Revision Strategies – a few examples

- **Flashcards or Flashcard Apps**

You will need: cards with questions on one side and answers on the other or a smartphone app.

Applicable to: All subjects; personal revision.

Write questions on one side with answers on the other. Test yourself using the cards over time continually reviewing. You can download a free flash card maker app such as Study Blue, or AnkiApp Flashcards. Set your own questions and answers for revision on the go!

- **Post it note walk about**

You will need: post it notes

Applicable to: All subjects; personal revision.

Write a question on a post-it note and the answer on the next post-it. Make lots of these for different topics and stick on the wall. Walk up read a question, take a walk around the room thinking of the answer, go back lift the first post-it note and check on the answer below to see if you are correct.

- **Rally Coach**

You will need: list of questions easy to hard.

Applicable to: Skill-based subjects; paired revision.

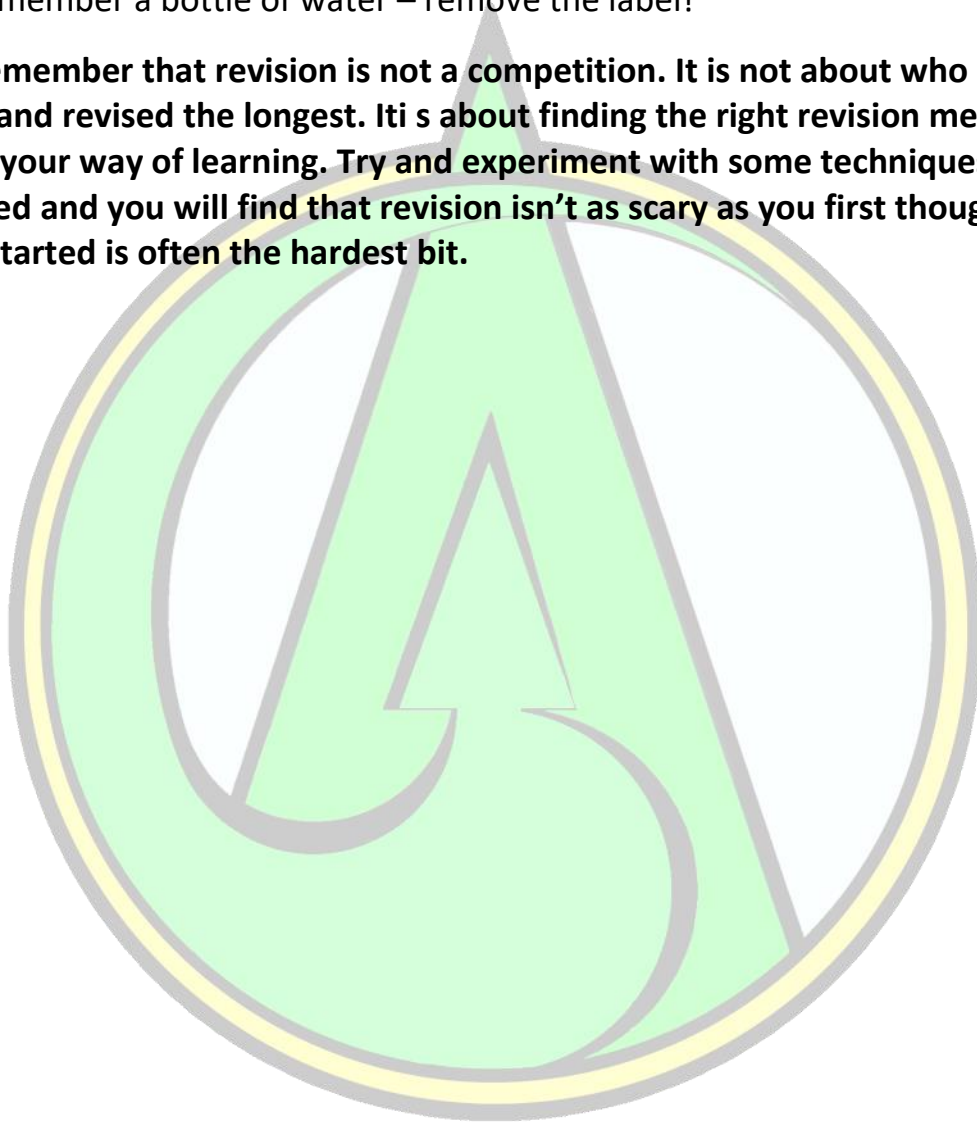
With a study buddy, one of you will be A the other B. Work through questions of equal difficulty together talking through the thinking behind the answer while the other does writing or calculations.

Subject Leaders and class teachers can provide you with information specifically related to Revision Packs, workbooks, online resources etc. Please feel free to contact them using the information at the back of this booklet.

Before the exam

- Use your revision tools
- Keep calm
- Don't stay up all night, a good night sleep is the most valuable thing the day before the exam
- Eat something for breakfast
- Remember a bottle of water – remove the label!

Please remember that revision is not a competition. It is not about who stayed up all night and revised the longest. It is about finding the right revision methods that suit your way of learning. Try and experiment with some techniques mentioned and you will find that revision isn't as scary as you first thought. Getting started is often the hardest bit.



Exam Command Words

The key to exam success is being able to fully understand the questions in order to identify what sort of answer to give. Once your son/ward understands what these phrases or words actually mean, this should provide them with clues as to the type of answer and detail the examiner requires.

Analyse – this means the examiner wants them to look closely at the detail; giving reasons **how** and **why** something is done and the effects of it, back up points with evidence and **explain** their thoughts.

Comment on – this requires them to **analyse** and **evaluate** in a balanced way, giving opinions or their point of view, with reasons.

Compare – Looking closely at two or more things with something in common to see how they are similar and different. This type of question is look for an **analytical** response.

Describe – A detailed account, telling the examiner what, how, or why something happens. Need to use key terms accurately.

Discuss - Also known as '**examine**' and '**consider**' – give the main reasons 'for' and 'against' and come to a conclusion.

Evaluate – Make a judgement about how something meets a success criteria in their own opinion, evidence is required. In maths it means work out/calculate.

Explain – Give reasons for **how** or **why** something happens, supporting with examples. These questions normally carry a lot of marks.

Interpret – Explain the meaning in their own words.

Name – Usually only a few marks but they must be **specific**.

Outline – Give only the most important details, often worth a few marks.

Suggest – Offer ideas/put forwards ideas/ propose something.

Summarise – Draw together key ideas and points in one paragraph.

Effective Exam Technique

Combat Stress

Physical causes of exam stress (e.g. tiredness) can be combatted by encouraging your son/ward to stick to a positive health and fitness regime. Psychological causes of exam stress (e.g. fears of the unknown) by supporting your son/ward to completely familiarising them with the whole exam process and ensuring they exercise regularly, drink plenty of water and go to bed early.

Reading Questions Carefully

Misreading an exam question can lose a lot of marks. Arguably the most important piece of advice to give it to ensure they read the questions carefully and answer what they have been asked. Remember to read each question at least twice.

Tackling Longer-Answer Questions

Ensure your son/ward knows the command words and before responding to longer answer questions that they jot an outline of the structure of their answer. They should be practising this in their revision. Here are some other ways to get top marks for longer answer questions:

Ensure he knows that he should include at least one key point in each paragraph that:

- Defines any complex words that they use
- Backs up their arguments with examples
- Writes answers with explanations and not waffle!

Final Checks of Answers

Prepare your son/ward to set aside 5-10 minutes towards the end of each exam to complete final checks such as:

- Ensuring each question has been answered (that they need to), this includes all multiple-choice questions.
- Checking responses actually answer the question.
- Making sure they have outlined all workings.

For Further Information/to Contact Us

As explained, for general information on the progress of **your son/ward**, **your first point of contact should be the Form Tutor.**

For subject specific information, communicate with Subject teachers through your son/ward's planner or, for any concerns, further queries, contact the relevant Subject Leader:

Head of English

Miss M Epsly

epslm001@sflt.org.uk

Head of Maths

Mr G Efunkamaya

efung001@sflt.org.uk

Head of Science

Miss V Delf-Smith

delfv003@sflt.org.uk

Head of Art & Photography

Mr T Larkin

larkt023@sflt.org.uk

Head of Business Studies, IT and Computing

Mr P Provins

provp001@sflt.org.uk

Head of Design Technology faculty

Mrs K Burgiss

khatk095@sflt.org.uk

Head of Humanities

Mr R Holden

holdr001@sflt.org.uk

Head of History

Miss A Gurung

gurua221@sflt.org.uk

Head of Geography

Mr F Butters

buttf095@sflt.org.uk

Head of Modern Foreign Languages

Mrs E Lara

larae006@sflt.org.uk

Head of Performing Arts/Music

Mrs D Breckin

brecd001@sflt.org.uk

Head of PE

Mr R Ellerington

eller001@sflt.org.uk

Access Arrangement Coordinator

Mrs C Mansfield

rosic016@sflt.org.uk

SEN Coordinator

Mrs D Winspear

winsd001@sflt.org.uk

For more general queries or if you would like to discuss a pastoral issue, please contact your son/ward's Head of Year:

Mr J Wells

wellj253@sflt.org.uk

Many thanks in advance for your time and support
over this coming year.